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AUTHOR Christensen, Georgia J.
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ABSTRACT

This paper examines the implications for change in the role of the principal when a school moves from a traditional model to a specific restructured model, an accelerated school. The paper begins with a review of the characteristics of both traditional and restructured schools in general, and the accelerated school as a particular example of a restructured school. The traditional school is hierarchical and characterized by a static environment. A restructured school features collaborative decision making and flexibility. The principal's role in a traditional school is managerial, autocratic, and reactive. The principal in a restructured school is transformative, proactive, and collaborative. He or she facilitates change and takes risks by sharing power. A framework and methodology are presented to identify the behaviors of an accelerated-school principal by using the Critical Incident Technique. Three tables and one figure are included. Appendices contain background information on the Accelerated Schools Project, its inquiry process and governance structures, and the Critical Incident Technique and interview. (Contains 189 references.) (LMI)

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THE CHANGING ROLE OF THE PRINCIPAL IN THE MOVE FROM A TRADITIONAL SCHOOL TO AN ACCELERATED SCHOOL

by

Georgia J. Christensen, F.S.P.A.
School of Education, Stanford University
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INTRODUCTION

Schools have come under heavy attack in recent years for neither meeting the needs of students nor of society. In 1983 the National Commission on Excellence in Education boldly announced that the nation is at risk because of weaknesses in the American educational system. Schools have been charged with failing to meet the changing needs of students, especially the growing population of at-risk students (Levin 1986; Pallas, Natriello & McDill 1989). Bowles & Gintis (1976) claim that students from more privileged family backgrounds are educationally advantaged by the time they start school and are favored even more strongly by the middle-class bias of schools as they progress through the grade levels.

The Carnegie Task Force on Education and the Economy (1986) pointed out how schools are failing to prepare students for the future economic needs of society. Employers and the economy, in general, are faced with lagging productivity, higher training costs, competitive disadvantages, and lost tax revenues. The Carnegie Report (1986) concluded that fundamental changes are needed in the organizational structure, professional roles, and goals of American public education in order to address these challenges. "Our employers cannot hire enough qualified workers. Immense sums are spent on remedial training" (U.S. Department of Education 1991, p. 5).

One major national response to this need for change in schools is restructuring (Wilkes 1992). Restructuring "is an effort that is trying to change the basic beliefs about the nature of schooling and its practices as well" (Smith, et al. 1992, p. 1). Restructuring focuses on changes in the nature of teaching and learning, teachers' working conditions, and the relationship between schools, their clients and the members of their community (Hallinger, Murphy & Hausman 1991, pp. 1-3).

Restructuring is a general term, but there are specific movements of restructuring. Prominent in the restructuring movements of today is that of the Accelerated Schools Project developed by Professor Henry M. Levin at Stanford University. Today there are some 300 schools in the United States at the elementary and middle school level that follow the accelerated school's principles of unity of purpose, building on strengths, and empowerment coupled with responsibility (Brandt 1992). The accelerated school is designed to bring all students into the educational mainstream by the end of elementary school and maintain this progress in the middle school years (Hopfenberg, et al. 1990, Levin 1991, 1989, Levin & Hopfenberg 1991).

In restructuring, the shift from a traditional school to an accelerated school has profound implications for school management. Principals play a key role in school management, whether it be in a traditional school or a restructured one (Barth 1990a, p. 64; Fullan & Stiegelbauer 1991, pp 144-169; Leithwood, et al. 1992; Seeley 1991, p. 5). Hallinger (1992) relates that "American policy makers have come to view principals as linch-pins in plans for educational change, and as a favored target for school reforms" (Ibid. p.1).

The principal, as the site administrator, faces a different set of educational practices and organizational structures in a school that has changed its governance, focus, curriculum, and practices. The demands on principals in restructured schools, especially accelerated schools, appear to be very different from those in a traditional school (Bolman, et al. 1991, pp. 29-32; Christensen 1992, p. 20-28; Fullan & Stiegelbauer 1991, pp. 152-157; Hallinger 1992; Hallinger & Hausman 1992; Murphy & Hallinger 1992; Nadler & Tushman 1989).

FOCUS OF THIS STUDY

The focus of this study is to examine the implications for change in the role of the principal when a school moves from a traditional model to a specific restructured model, an accelerated school. How do the behaviors of the principal of a successfully transformed accelerated school compare with those in a school that has not successfully adopted the accelerated school philosophy and process? In order to address this issue, I will begin by reviewing the characteristics of both traditional and restructured schools in general, and the accelerated school as a particular example of a restructured school. I will follow this with a review of what is known and implied about the role of the principal in each type of school. The two models of schools and the roles of their principals will be contrasted and compared. Finally, I will suggest a research strategy using the Critical Incident Technique to identify those behaviors of an accelerated school principal. These behaviors will be further broken down into behaviors of a principal in successfully transformed accelerated schools and those that have not successfully adopted the philosophy and process of the accelerated school.

LITERATURE REVIEW

The purpose of this section is to provide a literature review of the main organizational, curricular, and instructional features of traditional and restructured schools and their implications for the role of the principal under each model. Specific details for each type of school and each principal may vary considerably from place-to-place. Accordingly, I will describe each as an "ideal type," recognizing that there will always be some variation from the norm. Because the restructuring initiative is a relatively recent phenomenon, the literature on restructuring often refers to what should be rather than an actual

description of existing schools. Once the literature review is completed, I will portray the accelerated school as a specific type of restructured school which has been implemented and replicated at many sites.

Characteristics of a Traditional School

The descriptions of a traditional school that follow are an attempt to describe the norm for the American public school which has been portrayed for decades. We will look at a description of these schools in their pure form from three general perspectives: the organization of the school, the instructional focus, and the curricular features.

Organization: A traditional school is organized according to a strict hierarchical structure. At the top of the hierarchy are federal and state governments with their laws, bureaucracies, and boards that determine what the local school site will do. Next in line are the district boards and administration with rules and guidelines operating as mini-bureaucracies further governing each program at the local school level. Occupying the bottom role in the hierarchy, the school is expected to follow the rules, regulations, mandates, laws, policies, procedures, and practices set out by each of the higher levels of authority. Most importantly, the traditional school is expected to be in compliance with those directives (Cohen 1987; Elmore & McLaughlin 1988; Hopfenberg, et al. 1990; Levin 1991; Tyack 1990).

With the school operating out of a top-down system, the local school site personnel have little opportunity for participation in decision-making. The hierarchical structure is such that most schoolwide decisions come from above, from outside the school (Cuban 1988a; Levin 1991). This lack of participation tends to compel teachers to find their expression and exercise of power in the

autonomy they experience within their individual classrooms (Rosenholtz 1989). The very structure of individual classrooms contributes to a sense of isolation from other teachers, both professionally and socially. In fact, all school staff - not just teachers - are isolated in that they are separated by task, schedule or tradition (Fullan & Stiegelbauer 1991, pp. 119-123; or Keedy 1991, pp. 140-141).

In the face of all this isolation and separation, the principal takes on the role of overall manager and visible leader of the school. Within this hierarchical structure, the principal is responsible to the district for managing the day-to-day operations of the school and articulating the school's goals and vision to the public. The rest of the staff are responsible for carrying out the local practices in their respective sphere of reference (Levin 1991, 1989; Tyack & Hansot 1982).

A consequence of control through a hierarchical structure and compliance mode is the limited success that reform has shown in a traditional school. Changes are often cosmetic and don't have deep, lasting effects because they are directed from outside the school (Cuban 1990, 1988a, 1984). Cuban (1984) refers to this type of change as "school reform by remote control." Most of the changes that do take place in the traditional school merely reinforce the accepted norm. There is little experimentation with new ideas or forms of organization. Elmore (1990) states that

> The traditional solution...has been to impose uniformity from a central bureaucratic source, even at the expense of quality and innovation at the school level (Ibid., p. 22).

Staff development is even done by remote control. Fullan & Stiegelbauer (1991, pp. 315-319), Keedy (1991), and Pink (1989) found that the lack of direct involvement in in-service and staff development programs by those participating in the programs often leads to resistance and ineffective results.

The hierarchical structure is further evidenced in the relationship between the parents and the traditional school. There is little parent involvement in traditional schools. Swap (1987) describes several levels of parental involvement: in governance, at school, in learning activities at home, and home/community school relations. When parents do become involved in the school it is episodic, marginal, and only a few parents are active. "Even when parents are invited into schools, there is often no mechanism for using them effectively to improve the relationships there" (Comer 1986, p. 444).

Bureaucratic influences also have a strong impact on the daily organization of the school. A traditional school is arranged according to specific subject area disciplines taught at separate age/grade levels (Cuban 1990; Tyack 1990). The departmental or grade level structures present in a traditional school form the backdrop for classes that function in isolation and independent of each other. The structured isolation is reinforced by fixed class periods and schedules within the school (Keedy 1991).

Curriculum: The hierarchical, top-down design of the school, with its external compliance mode and structured classes and departments, influences what is taught in the school as well as the context of the school. The local school is virtually powerless to make change on its own. The curriculum within a traditional school revolves around a standard core of courses. Mathematics, language arts, social studies, science, and physical education, have been the standard curriculum as independent disciplines for years. National movements at different times have stressed one discipline over the other, dependent upon the historical setting (Cuban 1990; Tyack & Hansot 1982; Nation at Risk 1982; America 2000 1992, Coleman, et al. 1966; Carnegie Report 1986).

The standardization of curriculum has come about because the state and

districts have had overall control of curriculum development. Materials have been created, selected, and mandated by the central office. Textbook publishing companies have had a strong influence on curriculum. They have responded to the curriculum decisions by states and districts in designing standardized textbooks and other instructional materials for widespread adoption. Again, the local school is put in a posture of compliance with the directives from above.

> At the elementary level, much of the school program is based upon district adoptions of a publisher's series in each subject that consists of a package of student texts and workbooks with teacher's guides and tests....Within the guidelines set by higher levels of government and by local school boards, the district administration plans the curriculum, resource allocation, personnel selection, and the myriad details of school organization and daily school life (Levin 1991, p. 5)

Within a traditional school, the standardization of the curriculum has implications for the standardization of testing. Not only have outside sources dictated what is important to teach and what should be important for students to learn but how it will be assessed. Standardized tests are used for comparative evaluations of student to student or school to school. They are used for sorting and selection to different tracks and curricula rather than to enhance teaching and learning. Skills and concepts that can be quantitatively measured are assessed over those that show growth in quality or depth (Cohen 1990).

The standardization of the curriculum and testing has a strong impact on the students. Tracking of students is pervasive and relatively permanent in traditional schools (Allan 1991; Oakes 1988, 1987, 1985, 1981). That is, an entering student will be tested early and placed in a track and will generally remain in that track for his/her entire schooling career. Traditional schools provide for this tracking by dividing the students into high and low tracks. Within the lowest tracks students receive remedial assistance, while at the higher tracks learning is accelerated. As a result, the range of school performance

widens rather than narrows over the school years. This tracking in traditional schools furnishes the "at risk" students with the core curriculum only, while it affords the "gifted" students with opportunities for enrichment and electives, as well as other extra activities. Even within the core curriculum the pacing, opportunities and expectations of the "at-risk" students are lower than for the other students.

Instruction: Following from a standardized curriculum, the usual mode of operation in a traditional school is to group students homogeneously by academic ability. The homogeneous grouping provides the backdrop for the teacher to design tailored instructional methods and strategies that address each group of students. Even so, instructional techniques used in traditional schools are usually quite conventional--there are considerable rote learning and drill activities, many worksheets and workbooks, few opportunities for hands-on or group work. Whole class instruction is the norm, with students working independently of each other (Elmore 1990). The whole class instruction on the same topic, in the same manner, is connected to the standardized textbooks and teachers' guides that have been mandated by the district (Levin 1991, 1987).

Traditional classrooms are usually more teacher-centered than student-centered. In the teacher-centered classroom there is a strong focus on classroom control and maintenance of discipline. "For many veteran teachers an instructional array of survival techniques maintaining classroom control is a rock-ribbed image of good teaching" (Keedy 1991, p. 140). In addition to being guided by maintaining classroom control, instruction in the traditional school is directed by standardized tests and external assessment. The influence of achieving a certain level of competence on a test often stifles the creativity of both teachers and students. Certain types of open-ended or student initiated

activities are precluded.

Thus we see the organization, curriculum and instruction of a traditional school dominated by outside forces. The hierarchical, top-down structure influences every aspect of the school and all the members of the school community. Little flexibility is possible within the traditional system.

Characteristics of a Restructured School

In this section I will examine what literature tells us about a restructured school and its characteristics. It is important to realize that the characteristics that I will present describe the restructured school in its purest form based on the literature. The recency of the restructuring movement means that few school are actually restructured. However, the literature is quite consistent on what a restructured school should look like.

Literature ranges in its definition of "restructuring." Smith, et al. (1992, pp. 1-2) present twelve common definitions ranging from site-based management to alternative forms of assessment. We can find a narrow description which states that a restructured school is one that encompasses "a change in the ways instructional services are delivered" (Keedy 1991, p. 140) or "a reorganization that replaces central planning, control and supervision with a deregulated, decentralized system in which the 'bottom line' counts most" (Lawton 1992, p. 139). Seeley (1991) presents the definition of restructuring as "a shift from a bureaucratic 'service delivery' approach to a collaborative approach" (Ibid. p. 3).

Broader definitions of restructuring aim at "changing the structures of school work and the norms and practices within them" (Fullan & Stiegelbauer 1991, p. xiii). Or as Hallinger, Murphy & Hausman (1991) put it,

Basically, restructuring includes endeavors to:

(1) decentralize--both administratively and politically--the organization, management, and governance of schooling;
(2) empower those closest to students in the classroom, i.e. teachers, the principal, and parents;
(3) create new roles and responsibilities for all the players in the system;
(4) transform the teaching-learning process that unfolds in the classrooms (Ibid, p. 2).

For purposes of this study, restructuring is defined as changing the way teaching and learning has taken place in schools, teachers' working conditions, and the relationships between the school staff, students, and the members of the school community in order to effect meaningful change in American public education.

Organization: Restructuring implies a complete rethinking of the entire educational process, rather than a series of piecemeal changes. Basic to restructuring is the overall re-organization of the school. The school, itself, takes on the role and responsibility for change, rather than outside forces. Teams of teachers, administrators, other staff members and parents work together to determine what would best enable the students of the school to succeed educationally. The local school site, rather than the federal, state or local district authorities make the decisions that will be implemented at the school level. There are "new configurations of time, space, and student grouping, as well as enhanced roles for teachers" in a restructured school (Smith, et al. 1992, p. 6). According to Elmore (1990), "Political debate about restructuring has centered on the themes of empowerment, accountability, and academic learning" (Ibid. p. 5).

Shared decision-making at the local level is prominent in restructured schools. Teachers work collaboratively in developing and designing appropriate curriculum and approaches to provide powerful learning experiences, and other staff members begin taking an interest in and responsibility for implementing the

designs (Barth 1988; Bennis 1984; Burdin 1989; Levin 1991; Hallinger & Richardson 1988; Smith, et al. 1992; Smylie 1992).

Interdisciplinary teams of educators working together in a restructured school usually have discretionary authority to arrange what is taught and how it is taught in a manner congruent with the needs and expectations of the local school community. Core courses provide the foundation for the curriculum only in so far as they are integrated with each other. Since integration of courses and new approaches to the curriculum may require combining of some classes and doing away with others, scheduling in a restructured school becomes more flexible than would be found in a traditional school.

Participation of the local school community in decision-making increases the interaction among the members of the restructured school. In studies done by Bredo (1992), Butterworth (1981), Funderburg (1989), and Gougeon, et al. (1990), we find the importance of teacher-administrator cooperation and interaction as an integral component of school restructuring. The authors have identified a direct relationship between the increased interaction and school improvement.

> To influence student outcomes, principals must work primarily through teachers who have direct responsibility for instruction and curriculum implementation. The quality of teacher activity becomes a primary concern of the principal" (Butterworth 1981, p. 3).

Keedy (1991) tells us that in restructured schools

> principals, teachers, and students relate with each other in ways dramatically different from the established norms....Teachers give up their classroom autonomy and relate to each other as cohesive groups.... principals surrender turf because they need their teachers' perceptions on school-wide needs and workable school-improvement strategies (Ibid. p. 142).

In a multiple case study done by Bredeson (1992), he found that restructuring and empowerment initiatives contributed to role and conflict strain. Where there were poor teacher/principal relations there was much more resistance to restructuring

than in cases where the teacher/principal relations were good.

As the entire staff begins to work together toward collaborative decision-making the role of the principal becomes much more that of a facilitator than a manager. In addition to the staff creatively addressing the needs of the students, parents and the local community become actively involved. In restructured school parents are seen as part of the solution, rather than part of the problem (Barth 1990a; Comer 1986; David 1990; Fullan & Stiegelbauer 1991, pp. 227-250; Hallinger & Murphy 1987b, 1987c, 1986b; Levin 1989, 1987; Levin & Hopfenberg 1991; Seeley 1991).

Focusing on solutions rather than problems becomes a standard mode of operation in a restructured school. Problem-solving is key as the staff, parents, and community recognize their responsibility for transforming the school together.

> School restructuring calls for a greater emphasis on problem-finding and goal-setting by the staff and community. A school's goals are based in problems identified by those who interact on a daily basis with students (Hallinger 1992, p. 12).

Problem-solving in a restructured school is carried out largely at the local level, rather than at the district level. The increased participation of the local school community in transforming the school creates a new type of relationship with the district. The restructured school relates to the district in a more cooperative, negotiative manner, rather than as a passive recipient of directives and mandates.

With a concentration on problem-solving, collaborative decision-making and active participation of the entire school community, the students become the center of attention and activity. Primary emphasis on district goals and mandates is replaced with a focus on the success of each student as the basis for school-wide goals in a restructured school (Fullan & Stiegelbauer 1991, pp. 160-161; Hopfenberg 1991; Levin 1989, 1987; Levin & Hopfenberg 1991).

Since student success is the primary focus, the restructured school needs to be constantly alert for ways to bring about that success. Experimentation and risk-taking become the norm rather than the exception among the staff and parents. Smith, et al. (1992, pp. 17-18) stress that one of the primary differences between a traditional school and a restructured school is the focus on the creation and active participation in systemic change. In order for this change to become deep and long-lasting,

> there must be real incentives for people in schools and the community to give up what is known and comfortable and to invest serious time and energy in the development of new--perhaps risky--alternatives. (Hallinger & Hausman 1992, p. 3).

Restructuring invites all members of the school community to become risk takers (Barth 1991, pp. 123-125).

Taking the initiative to design and implement one's own staff development programs is an expression of the increased interaction and risk-taking that has lead to many meaningful changes in a restructured school (Fullan & Stiegelbauer 1991, pp. 319-336; Hallinger 1992, pp. 13-15; Pitner 1987; Rosenholtz 1990, 1985). Keedy (1991) directly relates participation in staff development to increased empowerment and responsibility.

> Instead of focusing on skills training, the new staff development emphasizes collegial interaction as teachers are given new opportunities for professional growth....Teachers can be encouraged to develop their own staff development programs to change their thinking and classroom behaviors (Ibid., p. 143).

School culture literature (Burlingame 1984; Deal & Peterson 1990; Hirsch & Andrews 1984; Kleine-Kracht 1990; Lieberman 1988; Marshall 1988; Sarason 1982; Schein 1985; Sergiovanni 1984; Sergiovanni & Corbally 1984; Shafritz & Ott 1988) stresses the involvement and responsibility of all members of the school community in telling the stories, creating the symbols, and passing on the norms and values of a restructured school. All staff, even parents, become involved in developing

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the vision and goals of the school (Barth 1990a, 1990b, 1988; Elmore & McLaughlin 1988; Hallinger 1992; Hopfenberg, et al. 1990; Levin 1991; and Sashkin 1988).

When looking at the overall picture of restructuring, we find that restructured schools signal a major transformation

> from a traditional bureaucratic form to a completely different form that is not yet fully specified. This new form of organization would attach much less importance to standardization, central bureaucratic control, and externally imposed rules as means of controlling the performance of schools, and more importance to school inquiry and problem solving, school autonomy, professional norms, and client choice (Elmore 1990, p. 290).

Curriculum: The organization of a restructured school recalls a high degree of local involvement in identifying needs and locally established structures to address those needs. Likewise, the curriculum is developed and/or adapted at the local level to meet the current needs of the students and the local community (Levin 1991; Smith, et al. 1992).

In order to provide a relevant, real world curricula for the students, the staff in a restructured school relies on a variety of program materials, not just textbooks supplied by the district. Students are offered a full range of course work. An integrated core curriculum is available to all students, as are extra programs and electives. There are common, equitable curricular objectives for all students.

School site input into the design and implementation of the curriculum paves the way for appropriate, internally designed alternative assessment models (Coalition of Essential Schools 1990). Having those most directly involved in the day-to-day education of the students plan, implement, and evaluate the programs gives added ownership, support and value to the activities (Hallinger 1992, p. 12). When standardized testing is administered, it is used in such as way as to enhance the learning of all students. The results are analyzed and programs are developed that stress critical thinking and social skills, along with the

qualitative skills measured on traditional assessment instruments.

Instruction: Discussions of shared decision-making in restructured schools have emphasized the importance of collegiality, experimentation, and teacher reflection in order to identify and determine the most appropriate forms of curriculum and instruction for students (Murphy 1991). Active, powerful learning techniques and strategies are provided to all students. Hands-on activities and real world experiences address the uniqueness of the individual and comprise the major instructional foci in restructured schools (Crabbe 1989). Since teachers are developing many of their own curricular units or adapting those given by the district, new modes of instruction and ways of relating to students are created. Students of all academic levels work together in heterogeneous groups in restructured schools (Wheelock 1992). They draw upon the strengths and abilities of each other in cooperative learning groups. Multiple ability learning opportunities are provided for all students (Cohen 1992, 1986).

Summary of Traditional School and Restructured School:

Table 1 summarizes the particular characteristics of the traditional and restructured school according to the areas of organization, curriculum and instruction presented above. The traditional school is hierarchical in structure and operation. In addition, any changes in what is taught and how it is taught in a traditional school are mandated and restricted from above, leaving a static institution and environment. Within the restructured school one finds more collaborative decision-making and the interaction at all levels of the curriculum, instruction, and organization of the school. Flexibility and inclusion of all stakeholders are the norm in restructured schools.

The Role of the Principal

Murphy & Hallinger (1987a) state that "the principalship is a critical point of leverage in obtaining the desired improvement in schools" (Ibid., p. xii). Responding to the 1983 report from the National Commission on Excellence in Education, Boyer (1986) sees principals as "the key people in strengthening, improving the teaching profession" (Ibid, p. 26) and thus addressing the concerns of the *Nation At Risk* (1983). Hall (1988 and 1984) and Hord & Hulling-Austin (1982), through numerous investigations with their Principal-Teacher Interaction Study, have shown the importance of the principal's leadership style in facilitating change in schools. According to Christensen (1992) and literature cited in her work, the success or failure of any type of change within the school rests upon the principal and his/her ability to resist, ignore, accept or lead the reform.

The changing model of the school clearly requires a change in the type of leader in the school (Bolman et al. 1991, pp. 29-32; Christensen 1992, pp.20-28; Fullan & Stiegelbauer 1991, pp. 152-157; Greenfield 1984, pp. 160-167; Hallinger 1992; Hallinger & Hausman 1992; Hallinger & Murphy 1991; Hallinger, Murphy & Hausman 1991; Keedy 1991, p. 142; March 1991; Murphy & Hallinger 1992; Nadler & Tushman 1989; Richardson, et al. 1991; Sarason 1974). The various works of Hallinger, Murphy, and Hausman listed above assert that in order to accommodate changes that take place when a school moves from a traditional model to a restructured one, the traditional role of principal must change from that of a manager with a focus on compliance, keeping different constituencies happy, and maintenance, to a new role of collaboratively creating a school culture, facilitating change and participating jointly with the other school community members in transforming the school.

John Gardner (1990) states that, "Leaders cannot be thought of apart from the historic context in which they arise, the setting in which they function...and the system over which they preside" (Ibid. p. 1). With this statement in mind we will look at the role of the principal as determined by the traditional school setting and the implications for the role of the principal in a restructured school.

In the follow sections we will look specifically at the role of the principal in a traditional school and in a restructured school. For clarity in comparison I have grouped the roles into four main categories in each section.

The Role of the Principal in a Traditional School

The Principal as Manager: School leadership literature (Austin 1979; Clark, Lotto & Astuto 1989; Hallinger & Murphy 1986a; Hassenpflug 1986; Krajewski, Martin & Walden 1983; Lipham 1981; Lyons 1982) describes several characteristics of a principal within a traditional school model. The primary duty described in each case is that of compliance manager. It is the principal's chief responsibility to manage the directives that come from the district or state in all areas of finance, personnel, curriculum, instruction, student achievement, and assessment.

In a study done by Martin and Willower (1981) of five high school principals, they found that the task-performance patterns of the principals corresponded to the rights and duties of managers of any organization. The tasks fell into five basic categories: organizational maintenance tasks, attention to the schools' academic program, pupil control, administration of the school's extra-curricular activity program, and "those contacts unrelated to school affairs".

Within a traditional school the principal is the one who organizes and

manages the meetings, even those billed as staff development (Fullan & Stiegelbauer 1991, pp. 312-315; Keedy 1991; Wolcott 1973). Staff development programs which "outline clear, sequential steps for addressing school needs", are initiated by and directed by the principal or the district (Hallinger 1992, p. 13). Teacher evaluation, supervision and assessment are areas that traditionally are within the purview of the principal for implementation and enforcement at the local school (Dwyer 1984b; Hallinger 1992; Hallinger & Murphy 1986a; Peterson & Kauchak 1982).

The Reactive Role of the Principal: Within the framework of a traditional school the role of the principal is guided by procedures and directives outside the school, putting the principal in a reactive rather than proactive role. The role becomes one of a policy compliance officer, enforcing mandates from the district.

Under the broad heading of reactive leadership, we find Kolso (1989), Peterson, K. (1988, 1985) and Sashkin (1988) stating that the principal is charged with the responsibility of identifying the values and norms particular to the school within the district framework and translating those to the staff and students. This attributes little agency or efficacy to the school itself, it is a reaction to rules, values and mores from outside. Tyack and Hansot (1982) further explain that an important facet of the principal's job involves interpreting community values and ensuring that they are reflected appropriately in the local school.

The traditional school model requires a principal who coordinates and controls the curriculum and instruction as well as other areas of decision-making within the school in response to external demands on the school. This is documented in studies by Larsen (1987) and Leitner (1989), and expressed in

normative statements such as, "The improvement of teaching and learning is the foremost function of the principal" by Lipham (1981, p.12). Other works on administrative leadership (Cuban 1984, 1988b; Dwyer 1986, 1985, 1984a, 1984b; Ginsberg 1988; Hannaway 1989; Kleine-Kracht 1990; Peterson 1989; Thurston and Zodhiates 1991; Wolcott 1973) present the role of the principal as the instructional leader, but offer little practical support of that function other than how it exemplifies implementation of district mandates.

The Autocratic Role: With the principal responsible for enforcing the mandates of the district and coordinating the logistics of the school to insure compliance (Elmore & McLaughlin 1988; Hallinger & Murphy 1987b, 1987c; Levin 1991), a distancing develops between the principal and the rest of the staff. The traditional role focuses on autocratic activities and duties, rather than on people and relationships. Hassenpflug (1986) addresses the separation between the principal and other staff members when she says, "Too many teachers adopt a 'them versus us' attitude in their dealing with administrators" (Ibid, p. 38). Keedy (1991) reinforces this segregation; "Teachers have been rewarded their classroom autonomy in exchange for compliance to their principals directives" (Ibid., p. 141). Teachers and other staff members have little opportunity for input or response to these outside directives, except as they are implemented in a specific classroom or department. (Weatherley & Lipsky 1977).

It has been found that the principal tends to be similarly decoupled from the central office. Hannaway & Sproull (1979), in their study of managerial behavior in school districts, found a low level of contact between the principal and the central office evidenced by routine paperwork and compliance actions. Hallinger & Murphy (1987) observed that central office expectations emphasized stability and control rather than innovation and creativity.

As an autocratic leader the principal is part of the top-down hierarchical structure. The principal is neither part of central office administration nor part of the local school faculty, but a middle manager working in relative isolation from other members of the school community (Keedy 1991).

Administrative Maintenance: This middle management position places the principal in charge of the routine maintenance duties of staff development, public relations, and overall manager of the school. It is the principal's responsibility to see that the general organization of the school is maintained and operates within the current structures and systems of the district. Innovations and changes within the system are passed on to the local school for implementation, rather than initiated at the local level.

The role descriptions of the principal in a traditional school present a static, compliance manager who reacts to directives from outside the school and operates in isolation out of a top-down model of leadership and decision-making.

The Role of the Principal in Restructured Schools

The Transformational Leader: The changes called for in the restructured schools of tomorrow "call not just for improved leadership, but for a *different kind* of leadership" (Seeley 1991, p. 2). Leadership in a restructured school is different from that in a traditional school because the context and structures are different. "As teachers' formal powers are augmented and administrators' authority is abridged, the role of the principal will be redefined" (Johnson 1990, p. 143). In its most ideal form, the role of the principal evolves to that of a transformational leader rather than a managerial leader or even an instructional leader (Brandt 1992; Hallinger 1992; Hallinger & Hausman 1992; Leithwood 1992; Murphy & Hallinger 1992; Sergiovanni 1992). In a survey of 2547 teachers and

principals in British Columbia, Leithwood, et al. (1992) concluded that the concept of transformational leadership is a useful image for understanding the role of principals in "postbureaucratic organizations."

A principal involved in restructuring is constantly involved in change (Cuban 1990; Elmore 1990; Fullan & Stiegelbauer 1991; March 1991). The transformational leadership literature maintains that today's principal is one who is not only participating in changing the school, but also finds changes within his/her own personal habits and perspectives. (Barth 1990b; Brandt 1992; Hallinger 1992; Hallinger & Hausman 1992; Leithwood 1992; Mitchell & Tucker 1992; Peterson 1986; Sergiovanni 1992; Slavin 1990; Tichy & Ulrich 1984; Van de Ven & Polley 1992). "The role change is a far more important innovation to the principal than any specific program innovation" (Fullan & Stiegelbauer 1991, p. 152).

Addressing the principal's pivotal role as a school leader in restructuring, Wilkes (1992) focuses on the principal as "visionary, enabler, role model and motivator." Tranter (1992) identifies six discernable roles of the "new" principal--facilitator, trainer, expert adviser, resource coordinator, communicator and advocate.

The Proactive Role: In a restructured school with the focus on change and transformation rather than on maintenance, the principal must take a proactive role in addressing issues as they arise, and even before they arise. It is necessary for the principal to take a more proactive stance in the curricular and instructional dimensions of the educational process than the compliance/reactive mode taken in a traditional school where he/she merely follows the district directives and visits the classrooms for formal observations (Barth 1988; Brandt 1992; Crandall & Associates 1982; Fullan & Stiegelbauer 1991, pp. 151-153; Funderburg 1989; Hall 1988; Hulling, Hall & Hord 1982).

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The principal initiates the active participation of all members of the school community in creating a new vision and culture in the restructured school (Tranter 1992; Wilkes 1992). It is the principal's responsibility to share the vision, goals and stories of the school beyond the school. Boyer (1986) tells us that in order "to build the confidence we need, principals must work to involve parents and local business and industry in support of schools" (Ibid, p. 30).

The principal, within a restructured school, is in a position to share duties and responsibilities with the other staff members and to encourage creative ways for others to articulate, question, and implement the directives from the district (Barth 1988; Rosenholtz 1985; Levin 1991). The principal can be seen as "enhancing connections between the school and sources of knowledge in the environment" including the district (Hallinger 1992, p. 14).

The Collaborative Facilitator: Site-based management has broadened the understanding of who is really responsible for the changes in the school (Barth 1990a, 1988; Hallinger & Richardson 1988; Raywid 1990). Principals must spend a greater proportion of their time working with staff in collaborative modes. Decisions that were previously made alone or with staff or parents in an advisory capacity, now require extensive consultation with the various stakeholders (Hallinger 1992; Levin 1991; Richardson, et al. 1991). With more people involved in educational decision-making, there is a greater need for principals to understand the real nature of what happens in the school and its impact on staff and students (Hallinger & Hausman 1992; Leithwood 1992).

Principals need to work effectively in group problem-solving, improving communications, and enriching relationships with all members of the school (Flanigan, et al. 1990; Johnston & Venable 1986; Rosenholtz 1991, 1990; Stiegelbauer 1984; Valentine 1981). The leadership needed requires an

> ability to get others committed to the new paradigm--and, again, the 'others' includes students, parents and community, as well as teachers and other school staff (Seeley 1991, p. 1).

Risk-taking and the Role of the Principal: As a facilitator of change, the principal in a restructured school has to be flexible and open to change wherever it may occur. Trying something new or supporting one's staff in a new venture necessitates a renewed sense of risk on the part of the principal. Letting go of structures and systems that have always been there and worked relatively predictibally calls for a new a mode of risk-taking (Fullan & Stiegelbauer 1991). Innovation and preparing oneself for innovation involves each individual in a restructured school in a degree of risk-taking (Johnson 1990) and places the principal in a position of "organizational vulnerability" (Flanigan, et al. 1990).

Since teachers become involved in their own evaluation and professional development in restructured schools, principals must let go of their supervisory role and work collegially with the teachers in determining what would be the most beneficial way to continue developing their own professional growth. Hord & Hulling-Austin (1982), Murphy & Hallinger (1987b) and Peterson (1987) relate examples of teachers working as teams and co-mentors in restructured schools, independent of the principal. Huberman & Miles (1984) and Fullan (1992) point out a change in staff development by illustrating the fact that the principal is not solely responsible for providing staff development, nor for monitoring the "development" of the staff.

Summary of the Role of the Principal:

Table 2 summarizes the distinct implications of each school model, traditional and restructured, on the role of the principal. In the traditional school the overall role behaviors of the principal is that of a policy compliance officer who enforces mandates from outside the school. The role is a reactive

one, with little input or flexibility relative to the outside forces. The principal of a traditional school is part of the hierarchical structure and thus is required to operate in an autocratic manner. The general management structure of the principal is determined by others and it is the principal's responsibility to maintain those structures.

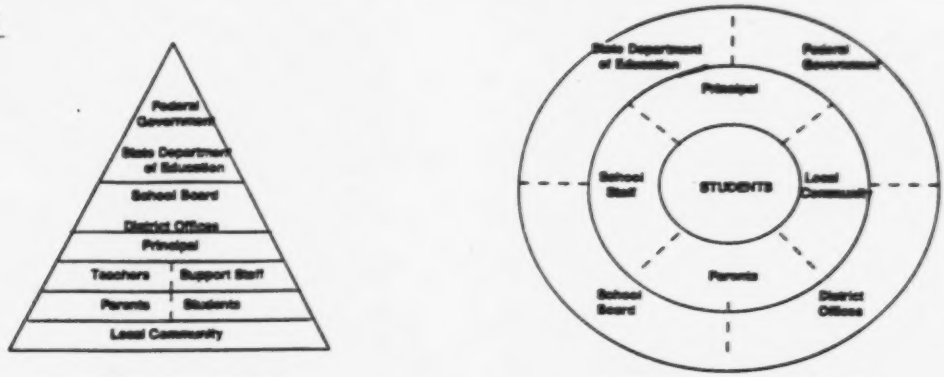
In the restructured school, the principal's primary role is that of a transformational leader. There is a high degree of collaboration on the part of the principal in a restructured school with the local school community members in addressing decisions affecting all aspects of the local school. The principal serves in a proactive role as a facilitator of change and risk-taker.

The descriptions we find here are ideal types. They represent a pure model of the role of the principal in the traditional school and the restructured school. It would be difficult to find individual principals who manifest all the characteristics presented in either description. The characteristics found in literature have been identified here in order to form a basis for a real world study.

General Literature Summary

The graphic below illustrates the basic differences of relationships, focus, and decision-making in a traditional school and a restructured school.

Figure 1



TRADITIONAL SCHOOL RESTRUCTURED SCHOOL

The traditional school and traditional leadership operate within a top-down model and function out of a hierarchical mode of operation and compliance with no central focus. The restructured school and its consequent role of leadership present a model that is interactive and inclusive of all members of the school community, with the students at the center of all activities and decisions.

Do these structures influence the behaviors of the principal or do the behaviors of the principal influence the structure or type of school? In the following sections I will present a research design for identifying the behaviors of principals in schools that have successfully and unsuccessfully adopted a restructured model, the accelerated school, and compare those behaviors with the ones found in literature in a traditional school and a restructured school.

PROBLEM STATEMENT

The literature review above sets out clear differences between traditional schools and restructured schools and the role of the principal in each setting. The role of the principal is heavily conditioned by the type of school. The comparisons suffer from one major problem. The traditional school has been addressed in considerable research studies, and there is agreement on what a traditional school looks like and the consequences for the principal's role. The restructured school, however, is largely a conceptual category, in which there is a design or architecture that is discussed and recommended in the literature, but not supported by hard empirical data. Although the role of the principal in a restructured school has been delineated, it can be seen from the previous literature review that there are few actual examples of restructured schools and principal roles that exist and even fewer empirical studies that present firm data regarding the schools or the role of the principal (Bredeson 1992; Hallinger &

Hausman 1992; Leithwood, et al. 1992).

Fortunately, there is one movement of school reform that has been recognized as clearly meeting the restructuring criteria, that of accelerated schools. Accelerated schools were begun by Dr. Henry M. Levin from Stanford University in 1986 in response to the realization that a large number of students, so called "at-risk students", are caught in a mismatch between the experiences they have in their homes, families and communities on the one hand and what traditional schools expect on the other hand. Currently there are over 300 accelerated schools throughout the United States. (See Appendix A for a more detailed explanation of the Accelerated School.)

Accelerated schools possess many of the characteristics of a restructured school (Alexander 1992; Christensen 1992; Hopfenberg 1991; Hopfenberg, et al. 1990; Levin 1991, 1989, 1987; Seeley 1991). In the area of organization all members of an accelerated school community (administration, teachers, support staff, parents, students, and local community) share in forging and working toward the vision of the school. Building on the strengths of each school community member is one of the basic principles of an accelerated school. Shared power coupled with responsibility and a unity of purpose are the other two fundamental principles of an accelerated school. All members of the school community are involved in inquiry and problem-solving in all areas of the school, including governance. This constant searching for solutions places the accelerated school in an open, flexible mode for change. Accelerated schools are student based.

The curriculum within an accelerated school focusses on providing all students with powerful learning experiences to accelerate their learning and bring them into the mainstream of education and beyond. All students in an accelerated school have equal access to all courses. The curriculum is integrated and usually

untracked. It is built upon the student's strengths and interests, and connected to real life experiences through the use of primary sources and active participation. Alternative assessment is the standard form of evaluation. All members of the school community participate in various types of planning of the curriculum through their involvement on the cadres and committees.

Active powerful learning in an accelerated school is the typical method of instruction. Instruction takes place in heterogeneous groups through varied modes of learning and teaching strategies. Students participate in open-ended, cooperative learning groups. Staff and students plan the curriculum and instruction around the school vision with the students as the central focus.

Table 3 summarizes the relationship between a restructured school and an accelerated school. The parallels between the components of organization, curriculum and instructions are very strong. Thus, one can see that there is a natural laboratory in which to observe both an actual restructured school and the role of the principal within the school.

The focus of this study is to examine the behaviors of the principal when a school moves from a traditional model to a specific restructured model, an accelerated school. How do the behaviors of the principal of a successfully transformed accelerated school compare with the behaviors of a principal in a school that has not successfully adopted the accelerated school philosophy and process?

The information gathered from this study will be useful in several ways. First, the study itself will provide concrete, empirical research into an actual restructured school and the role of the principal within that model. It will contribute to the current limited pool of research on restructured schools.

Secondly, I will be able to suggest information helpful for incorporation in

programs designed for the training and development of principals. On the one hand, the findings could assist current accelerated school principals by providing information on effective behaviors necessary for successful performance. The other facet of the findings could provide information useful for assisting and training those principals moving into an accelerated school or beginning the accelerated school process in their school.

Third, since an accelerated school is a form of a restructured school the findings could benefit current and prospective principals in any restructured schools.

CONCEPTUAL FRAMEWORK AND METHODOLOGY

In order to proceed in answering the above question it is necessary to define several terms and establish a framework for the study. Literature generally interprets the term "behaviors" in a broad sense to include perceptions, feelings, attitudes, thoughts, and verbalizations, as well as overt actions (Halpin 1966). In this study I will use a narrower definition of "behaviors"--the verbalizations and actions of the principal.

Halpin (1966) provides a description of successful performance when he relates,

> The ultimate criteria of administrator *effectiveness* should be expressed in terms of group or organization achievement, in respect to the *changes* in an organizations' accomplishments that can be attributed to the behavior of the administrator (Ibid, p. 50).

He further states that in order for a leader "to be successful he must contribute to both major group objectives of *goal achievement* and *goal maintenance*" (Halpin 1966, p. 87). When looking at "success" within this study I am interpreting the *goal achievement* and *goal maintenance* as effective adoption of the accelerated

school philosophy and process.

In order to ascertain whether a school is being transformed successfully into an accelerated school I will use criteria developed by the National Center for Accelerated Schools at Stanford University. These criteria include adoption of the philosophy that all children have a right to accelerated, powerful learning experiences that will lead them into the mainstream of the educational system or beyond and the acceptance and expression of the three principles of building on strengths, unity of purpose, and empowerment coupled with responsibility by the school community. This philosophical basis should be the foundation for implementation of the process outlined by the National Center for Accelerated Schools (See Appendix A.1, Accelerated Schools Process). If a school is implementing the formal process founded on the philosophy it would be considered as a "successfully transformed accelerated school."

In order to determine the behaviors of the principal in an accelerated school I will use the Critical Incident Technique (CIT). (Appendix B contains a more detailed description of the Critical Incident Technique.) The CIT involves the collection of real-world examples of behavior that characterize either very effective or very ineffective performance of some activity (Flanagan 1954; Kohl & Carter 1972; Oaklief 1976; Stano 1977). The principal advantage of the CIT is that it generates data based on actual behavior rather than on a particular researcher's subjectivity.

> ...the critical incident technique, rather than collecting opinions, hunches, and estimates, obtains a record of specific behaviors from those in the best position to make the necessary observations and evaluations. The collection and tabulation of these observations make it possible to formulate the critical requirements of an activity. A list of critical behaviors provides a sound basis for making inferences as to requirements in terms of aptitudes, training, and other characteristics (Flanagan 1954, p. 355).

In this research study, the Critical Incident Technique will be used as

the method of identifying the behaviors of the accelerated school principal.

> The key steps in conducting studies using the critical incident technique appear to be selecting the observer group, collecting the incidents, determining the frame of reference to describe results, identifying and classifying critical behaviors, and determining critical job requirements (Kohl & Carter 1972, p. 7).

The observed group will be principals of accelerated schools that are at least in their third year of the five to six year accelerated school transformation process. The accelerated school coach or trainer who has worked with the school in its transformation process, along with three to four teachers and two support staff (instructional aides, office personnel, yard supervisors, etc.), will be interviewed.

The next task in the CIT is to select an interview method to identify the behaviors that exemplify an effective or ineffective performance of the principal in an accelerated school. The coaches and school staff members from the accelerated schools will be asked to identify five key things that a principal must do to be a successful accelerated school principal. They will then be asked to think back over the past six to twelve months to recall critical incidents that illustrate the behaviors of the accelerated school principal that effectively and ineffectively exemplify each identified characteristic. (Appendix C presents a sample format for the interviews.)

Using the CIT, a list of behaviors will be generated from an analysis of the incidents. These will be sorted and re-sorted relative to the identified characteristics to verify the reliability of their placement in the appropriate category. These results will be compared with the role behaviors found in literature for principals of restructured schools and traditional schools.

I would anticipate that the behaviors of the principals in a successfully transformed accelerated school would be similar to those identified from

literature for a principal in a restructured school and the behaviors of a principal of a school that has not adopted the philosophy and process of the accelerated school successfully would correspond to the behaviors of the principal in a traditional school. (Refer to Table 2.)

CONCLUSION

Schools need to change from the traditional mode to a restructured mode if they are to meet the needs of today's children and society. Principals play an important role in this transformation process. The role of the principal changes as the school changes. The principal's role moves from that of a managerial leader to a transformational/facilitative leader. Literature shows us that the changes are in the philosophy and behaviors of the administrators' role.

> The principal is in the middle of a highly complicated personal and organizational change process. Knowledge, understanding, and skills in the change process are essential in sorting out the potentially good from the bad changes in getting the good ones implemented (Fullan & Stiegelbauer 1991, p. 166).

This study will look at the behaviors of the principal when a school moves from a traditional model to an accelerated school, one of the restructured schools of today. In this study I have presented an overview of the literature regarding the traditional school and the characteristics of the principal's behaviors in the traditional school. I have also presented a review of what the literature tells us about a restructured school and the role of the principal within that model.

Once the literature was reviewed I showed how an accelerated school is a form of a restructured school. I then asked the question: How do the behaviors of the principal of a successfully transformed accelerated school compare with the behaviors of a principal in a school that has not successfully adopted the accelerated school philosophy and process? It is assumed that the characteristics

of the principal in a successfully transformed accelerated school would be similar to those of a principal in a restructured school.

Next I presented a framework and research methodology to determine the behaviors of an accelerated school principal through the use of the Critical Incident Technique in order to test my assumption. It is suggested that the behaviors identified through the use of the CIT would be comparable to the behaviors of the principal of a restructured school and those of a principal of a traditional school relative to whether the school has successfully adopted the accelerated school philosophy and process or not.

In addition to contributing to the limited pool of current research on restructured schools and their administrators, this study will surface information that can assist with the changes that will transform schools by apprising administrators and others involved in restructuring of necessary skills and perceptions for the future.

TABLE 1

THE TRADITIONAL SCHOOL	THE RESTRUCTURED SCHOOL
Organization	Organization
• age-graded institution	• integrated subject areas
• subject area departments	• interdisciplinary teams
• isolated classes/departments	• flexible scheduling
• fixed scheduling	• shared decision-making
• hierarchical, top-down structure	• teacher-collaboration
• teacher isolation & autonomy	• interaction of entire staff
• separation of all staff	• principal as facilitator
• principal as manager	• intentional parent/community partnership
• limited parent/community involvement	• problem-solving orientation
• central office monitoring compliance	• cooperative interaction with the district
• little/negative attention to school-wide goals	• student-centered focus
• cosmetic, piecemeal changes as basis for reform	• essential school-wide goals
• bureaucratic, remote control changes	• focus on experimentation
• maintenance oriented	• active participation in systematic change
• staff development from outside	• risk-taking
Curriculum	• staff initiated staff development
• standardized curriculum	Curriculum
• basic core courses	• core courses & other courses for all
• standardized testing	• integrated curriculum
• stress on facts, abstract concepts	*internally designed assessment
• remediation for lower level students, acceleration for upper level	• relevant real-world curriculum
• tracking	• critical thinking skills
• textbook serves as primary source	• social skills
• core courses for all, electives & extra activities for upper level students	• non-tracking
• isolated subject areas	• multiple materials serve as primary sources
• "traditional" content	• extra activities & electives for all
• controlled/ mandated by outside	• equitable content coverage
Instruction	• locally developed or adapted curriculum
• homogeneous grouping	Instruction
• conventional techniques (lecture, rote learning, drill, worksheets, etc.)	• heterogeneous grouping
• teacher's guide serves as primary source for lesson development & presentation	• active, powerful learning techniques and strategies
• teacher centered classrooms	• real-world experiences serve as primary source of lessons
• reliance on standardized tests & external assessment for evaluating progress	• student-centered classes
	• cooperative learning
	• open-ended activities
	• multiple ability learning opportunities
	• alternative assessment and self-assessment

TABLE 2

ROLE BEHAVIORS OF THE PRINCIPAL

IN A TRADITIONAL SCHOOL

A managerial leader
- coordinates and controls curriculum and instruction according to district directives
- initiates and structures meetings, staff development, evaluation, supervision and assessment, independent of local staff

A reactive leader
- serves as policy compliance officer
- enforces mandates from outside
- identifies and reflects school values and vision relative to guidelines from district alone or with small group

An autocratic leader
- is part of top-down hierarchical structure
- works independently or with small group
- focuses on activities and duties rather than on relationships

A maintenance supervisor
- focuses on organizational maintenance
- maintains and enforces current structures and systems

IN A RESTRUCTURED SCHOOL

A transformational leader
- actively participates with staff in curriculum and instructional development
- is co-responsible for staff development, evaluation supervision and assessment with local staff members

A proactive leader
- shares creation and development of school vision and culture with entire school community
- serves as a catalyst for school and district interaction

A collaborative facilitator
- participates in shared decision-making
- is involved in cooperative group work
- focuses on developing and improving relationships with/between all members of the school community

A risk-taker
- facilitates change
- is flexible and open to change

TABLE 3

THE RESTRUCTURED SCHOOL	THE ACCELERATED SCHOOL
Organization	**Organization**
• shared decision-making	• empowerment coupled with responsibility
• active participation in systemic change	• formal accelerated school process
• teacher collaboration	• total staff involved in each level of governance: cadres, steering committee, S-A-W
• integrated subject areas	• cross department cadres
• interdisciplinary teams	• flexible scheduling
• flexible scheduling	• building on strengths of all school members
• interaction of entire staff	• principal is one of the facilitators
• principal as facilitator	• active involvement of parent/community
• intentional parent/community partnership	• the inquiry process
• problem-solving orientation	• district part of governance bodies
• cooperative interaction with district	• student-centered vision
• student-centered focus	• school-wide vision, unity of purpose
• essential school-wide goals	• "big wheel and little wheel" activities
• focus on experimentation	• open to new ideas and adventures
• risk-taking	• total staff decided on programs
• staff initiated staff development	**Curriculum**
Curriculum	• equal access to all courses by all
• core courses & other courses for all	• integrated curriculum
• integrated curriculum	• assessment integral to inquiry process
• internally designed assessment	• real-world curriculum
• relevant, real world curriculum	• inquiry process part of curriculum
• critical thinking skills	• student participation on cadres and committees
• social skills	• non-tracking
• non-tracking	• multiple primary sources
• multiple materials serve as primary sources	• co-curricular and extra-curricular activities for all
• extra activities & electives for all	• equity in course content
• equitable content coverage	• cadres and S-A-W determines curriculum
• locally developed or adapted curriculum	**Instruction**
Instruction	• heterogeneous grouping
• heterogeneous grouping	• active, powerful learning techniques and strategies
• active, powerful learning techniques and strategies	• real-world experiences and active community involvement
• real-world experiences serve as primary source of lessons	• student centered vision of school
• student-centered classes	• school is seen as center of expertise
• alternative assessment and self-assessment	• group activities and cooperative learning
• cooperative learning	• open-ended activities
• open-ended activities	• multiple ability learning opportunities
• multiple ability learning opportunities	

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APPENDIX A

ACCELERATED SCHOOLS

One of the major school reform strategies today is that of the Accelerated School Project. Accelerated schools are based on the premise that ALL children have the right to receive a quality education that will enable them to enter the mainstream of education, regardless of their backgrounds. Students who come to school from backgrounds and/or experiences that have not prepared them sufficiently for the standard school programs within our current education system are generally labeled "at-risk" students by society. These students usually do not have the support systems in their home or community to enhance the activities and experiences they encounter in their traditional educational programs at school. Nor do the schools always provide the types of programs needed to assist these children. There is a mismatch (Hopfenberg, Levin, Meister and Rogers 1990).

> Accelerated Schools break out of the traditional limits that schools often place on the education of so called "at-risk" students:
>
> *Instead of labeling certain children as slow learners, **Accelerated Schools have high expectations for all students.**
>
> *Instead of relegating students to remedial classes without setting goals for improvement, **Accelerated Schools set deadlines for making such children academically able.**
>
> *Instead of slowing down the pace of instruction for at-risk students, **Accelerated Schools combine relevant curriculum, powerful and diverse instructional techniques, and creative school organization to accelerate the progress of all students.**
>
> *Instead of providing instruction based on "drill and kill" worksheets, **Accelerated Schools offer stimulating instructional programs based on problem-solving and interesting applications.**
>
> *Instead of simply complying with "downtown" decisions made without teacher input, **Accelerated Schools staff systematically identify their own unique challenges and search out solutions to those challenges.**
>
> *Instead of treating parents as a problem, **Accelerated Schools build on the strengths of all available resources including parents of students.** (Accelerated Schools. 1(1), pp. 1, 10)

Accelerated schools refer to schools with high concentrations of students from "at-risk" situations that have adopted the philosophy and process developed by Dr. Henry M. Levin in 1986, and operationalized by him and his colleagues at Stanford University. The schools have participated in formal training and are committed to accelerating the learning of ALL students regardless of any labels previously attached to the students or the school. The phrase, "Don't Remediate: Accelerate!" captures the accelerated schools concept (Hopfenberg, et.al. 1990; Levin 1991, 1989; Levin & Hopfenberg 1991; Rothman 1991; Accelerated Schools. 1(1), 1991).

The concentration in accelerated schools is to work with the whole school community to build on the strengths of the students, the entire staff, parents and local community. The focus is on a unity of purpose and is expressed in empowerment of all through shared responsibility. The central idea is that the learning experiences of ALL students should be enhanced by providing an enriched, accelerated environment. The school is the center of expertise. There is an emphasis on a belief system for the staff to provide the same educational opportunities for all children that they would want for their own children (Hopfenberg, et al. 1990; Levin 1991, 1989, 1987; Levin & Hopfenberg 1991).

Once a school has accepted the overall goals of acceleration and the three principles for getting there: building on strengths, unity of purpose, and empowerment coupled with responsibility, it begins the formal process of becoming accelerated. Everyone starts looking at where they are now (Taking Stock), working together to forge a Vision of and for the school, and planning collaboratively through the Inquiry Process (Accelerated Schools 1(2), 1991) to implement the strategies and overcome the challenges, they themselves identify, that will ultimately bring all the students into the mainstream of education or

beyond (Appendix A.1, Accelerated Schools Process). This is a process that requires intensive interaction among the entire school staff. According to the process all members of the school community are involved in all stages of implementation. The accelerated school philosophy and process present a model that transforms the traditional roles of the principal, teachers and all stakeholders, as well as transforms the school.

The governance structure of an accelerated school is comprised of three levels. Cadres are the basic unit of governance. All members of the staff, some students, some parents, and some local community members make up the composition of the cadres. The task of each cadre is to collaboratively inquire into a problem or challenge area that has been identified as a priority by the entire school community and work toward a solution using the Inquiry Process (Appendix A.2, Inquiry Process), thus leading to the school vision.

As the cadre is progressing toward addressing its challenge area a representative meets regularly with the Steering Committee. The Steering Committee is a group of members from the school community usually composed of the administration, one representative of each of the cadres, one representative of each department, representative parents, and other key members as decided by the entire school. It is the task of the Steering Committee to make sure that the Cadres are keeping true to the Vision and staying on track with the Inquiry Process. In addition, it is the responsibility of the Steering Committee to serve as a clearinghouse for school ideas and concerns.

The Steering Committee is also the intermediate governing body of the school. All decisions concerning the school go to the Steering Committee. It is the committee's role to turn certain topics back to the Cadres for further study and turn certain other topics to the school as a whole for final decision. The

School-As-A-Whole (SAW) is composed of the entire staff, representative students, parents and local community members. The responsibility of SAW is to make final decisions on matters affecting the entire school (Appendix A.3, Governance Structure). The whole school community becomes more empowered as they share the responsibility of governing the school with the principal.

Since the primary emphasis is on providing an enriched, accelerated learning environment for all students, all elements of powerful learning (the WHAT, the HOW, and the CONTEXT) are stressed at all times by the entire school community. Each curricular, instructional and organizational aspect of the school is addressed as interrelated to the other. What will ultimately assist in bring ALL students into and beyond the mainstream of education is the central focus (Brunner & Hopfenberg 1992).

Accelerated Schools

1. Philosophy

The schools we want for children in at-risk situations should be the same schools we want for our own children.

Powerful learning experiences are provided for all children through th s integration of curriculum, instruction, and organization.

Accelerated school communities share a set of values, beliefs, and attitudes.

Three principles:

2. Systematic Process

(for year one)

Take Stock

- Begin to build unity of purpose by bringing everyone together.
- Empower participants to find strengths and challenges.
- Build on the strengths and ideas of people at school.
- Develop a sense of the "here"–baseline data.

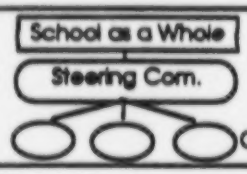
Develop Vision

- Get everyone–staff, students, parents–involved in developing the vision–the "there."
- Imagine what kind of school you would want for your own child.
- Celebrate your shared vision!

Set Priorities

- Start to get from "here" to "there."
- Realize that you can't work on everything at once.
- Prioritize differences between taking stock and vision.
- Set out 3 to 5 areas that will be the focus of your cadres.

Create Governance Structures



- Include members of entire school community on all cadres through a self-selection process.
- Build a steering committee of cadre representatives, administrators, parents, students, and community.
- Empower School as a Whole to act as the decision-making body.

The Inquiry Process

Focus in on Challenge Area
Brainstorm Solutions
Synthesize Solutions: Develop Action Plan
Pilot Test and/or Implement Action Plan
Evaluate and Reassess

- Focus in on challenge area.
- Brainstorm solutions.
- Synthesize solutions and develop an action plan.
- Pilot test/implement the plan.
- Evaluate and reassess.

Accelerated Schools Project
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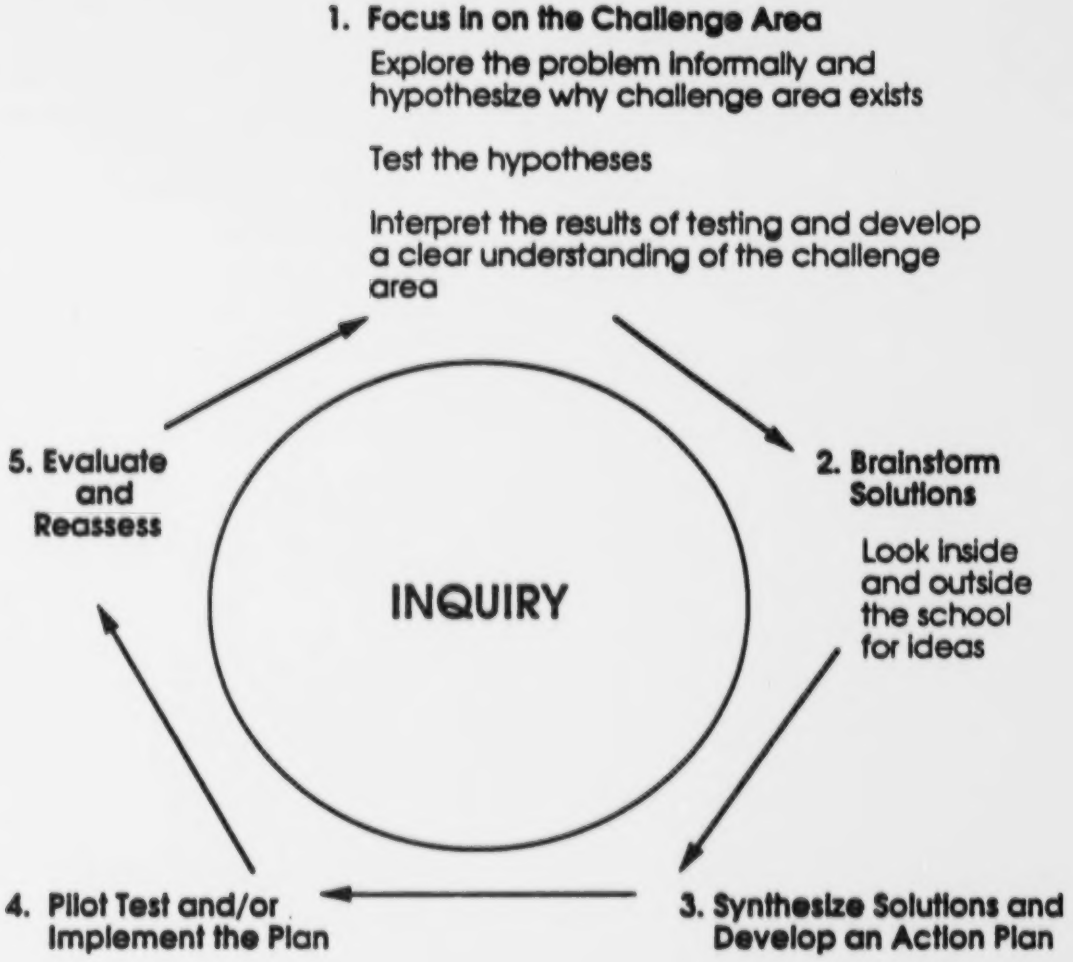
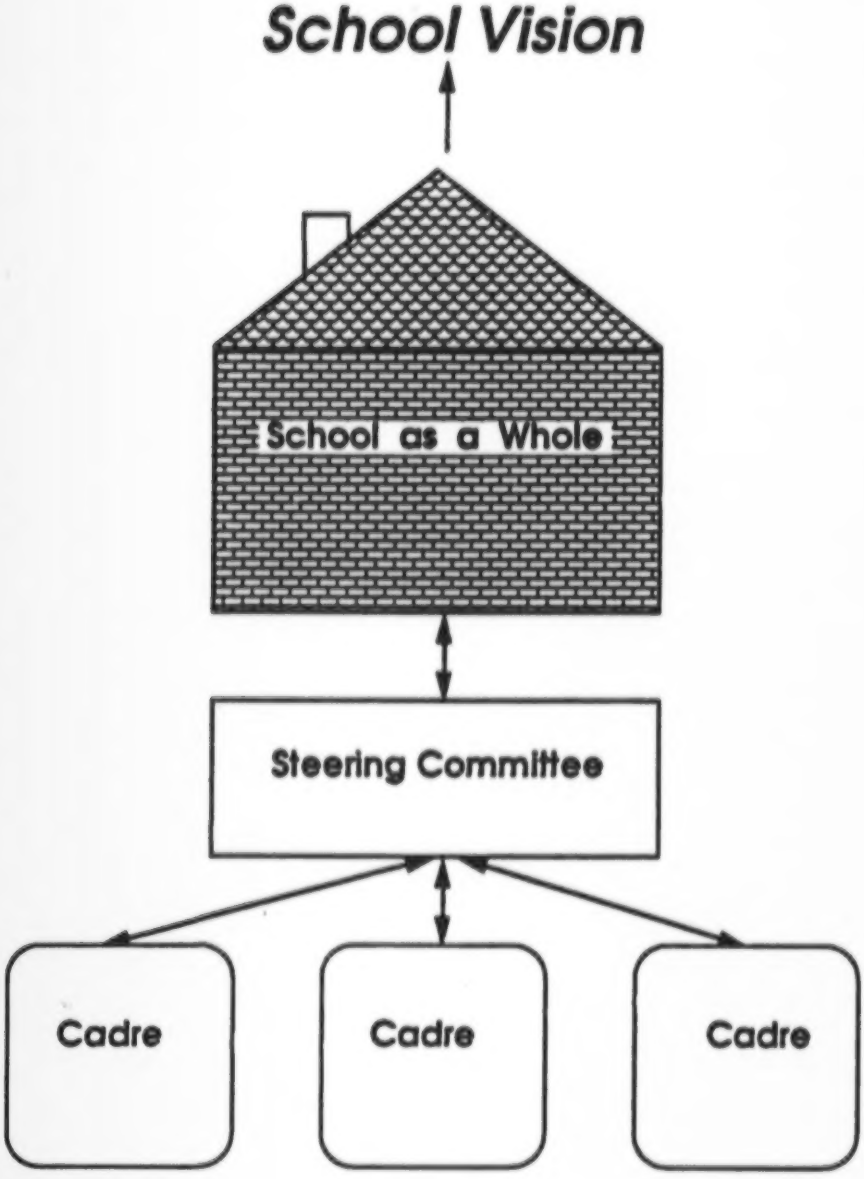
The Inquiry Process


1. Focus in on the Challenge Area
Explore the problem informally and hypothesize why challenge area exists
Test the hypotheses
Interpret the results of testing and develop a clear understanding of the challenge area
2. Brainstorm Solutions
Look inside and outside the school for ideas
3. Synthesize Solutions and Develop an Action Plan
4. Pilot Test and/or Implement the Plan
5. Evaluate and Reassess
INQUIRY

Accelerated Governance Structures



APPENDIX B

THE CRITICAL INCIDENT TECHNIQUE[1]

The Critical Incident Technique (CIT) was first developed during World War II by John C. Flanagan (1954) for use with studies of the Aviation Psychology Program of the United States Army Air Forces. He continued developing and refining this technique as it was used for studies done in the fields of education, health, industry, and community service, especially in evaluating personnel (Burns 1957; Stano 1977). Grace Fivars (1980) has provided a bibliography for the American Institutes for Research of over 700 studies citing various uses of the CIT as an important research method. It has been applied to studies of administration both inside and outside the field of education (Burns 1957; Corbally 1956; Erlandson 1979; Latham & Wexley 1981; Oaklief 1976; Russell et al 1985; Stano 1983).

The Critical Incident Technique (CIT) has three primary objectives:

1. The collection of data in the form of direct observations of human behavior; the data collected must be relevant to a problem, and collected in specific and defined situations;
2. The analyses of these data will be conducted in the hope that a number of relationships may be determined or inferred; these relationships may be formulated in such a manner as to provide for their subsequent verification or disconfirmation in controlled experimental situations;

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[1] From Burns (1957), Flanagan (1954), Oaklief (1976), and Russell, et al. (1985)

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3. The data collected, and the relationships found to obtain by reason of the collection and analysis of the data, is designed to provide for a list of critical human behaviors in the performance of a given task.

Flanagan and his colleagues have broken the CIT down into five separate operational steps.

1. The General Aim. The aim should be a brief statement which expresses in simple terms the objectives of the activity being investigated.

2. The Plans for Observation. This includes the careful selection of the interviewers, the interviewees and the subjects. The actual plans are the detailed outline to be followed by the interviewers as they search for the behaviors which are critical in the achievement of the general aim.

3. The Collection of the Data. Once the objectives have been established and the plans for collecting the data established, the interviewers begin the collection of the behavioral incidents as outlined in the above plan, making sure to include incidents that exemplify effective and ineffective behaviors.

4. The Analysis of the Data. The data collected are analyzed in terms of the interviewers' frame-of-reference, categories are inductively formulated, and general behaviors extracted and identified as "successful" or "unsuccessful" in the achievement of the general aim.

   a. Identified behaviors are edited and sorted by the researcher(s). Observations that include general behavioral descriptions are retained.

   b. To verify the correct characterization of the behaviors, the researcher(s) re-sort the behaviors according to the original

characteristics outlined in the plan.

c. This process is continued until each behavior has been re-sorted by each researcher. If the researcher(s) do not come to agreement on the categorization of the behaviors, they are reviewed by a panel of experts.

5. The Interpretation of the Data. In order to avoid faulty generalizations, the limitations of the four preceding steps must be brought clearly into focus so that the generalizations and specifications of the critical behaviors in the performance are properly identified.

APPENDIX C

CRITICAL INCIDENCE INTERVIEW[2]

After explaining the objectives of the interviews, the interviewers will ask the interviewees to:

1. Identify five key things that a principal must do to be a successful principal in an accelerated school.
2. Think back over the past six to twelve months of specific incidents that illustrate the behaviors of the accelerated school principal that effectively and ineffectively exemplify each identified characteristic.
3. Answer each of these sets of questions for each of the five identified characteristics.
   a. What were the circumstances surrounding the incident? What was the background? What was the situation?
   b. What exactly did the principal do that was either effective or ineffective? What was the observable behavior?
   c. How is the incident you described an example of effective or ineffective behavior? In other words, how did this affect the task(s) the principal was performing.

The interviewers are to collect five effective and five ineffective incidents for each characteristic, wherever possible.

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[2] The interview is based on a survey found in Latham & Wexley (1981), pp. 49-50.

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